

Company Commanders' Course: Participants' Guide

PURPOSE: Module 3 is designed to introduce future commanders to the Be-Know-Do mantra of Leadership.

OVERVIEW: This module provides an overview of what a Commander must Be (character), what a Commander must Know (competence), and must Do (actions) in order to be a successful commander in a military organization.

COURSE TERMINAL LEARNING OBJECTIVE: To provide an effective, efficient and well-rounded training program to develop Company Commanders and Leaders of tomorrow by answering: What is Leadership? And this course will provide the necessary knowledge and skills to succeed, with a strong focus on Leadership.

MODULE ENABLING LEARNING OBJECTIVES:

Participants will learn what a leader needs to be: Be-Know-Do, and what that means to them as future Commanders.

REFERENCE LIST:

FM 6-22, Army Leadership, October 2006

FM 22-100, Army Leadership, August 1999

<http://www.all-about-leadership.com>

RESOURCE LIST:

Computer

Internet Access

Adobe Acrobat, Word, Powerpoint

Phase I powerpoint presentations

Participant Guide

TIME ALLOCATED:

The suggested time plan for this module is 10 minutes. However, adjustments may be necessary based on student knowledge and experience.

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SLIDE 1



This module will provide a brief overview of the Army mantra, “Be-Know-Do”. Then we will build on this with the specifics of successful leadership in Phase II. While this is derived from the Army, it applies 100% to VDF leaders at all levels!

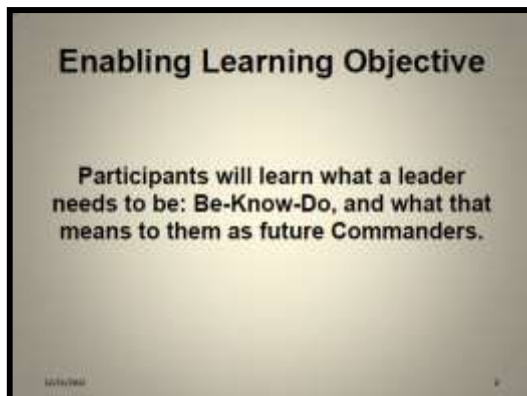
Be-Know-Do clearly and concisely state the characteristics of a military leader. Leadership is about taking action but, there is more to being a leader than just what you do. Character, the BE and competence, the KNOW, underlie everything a leader does. So becoming a leader involves developing all

aspects of you. This includes adopting and living military values. It means developing the attributes and learning the skills of a military leader. Only by this self-development will you become a confident and competent leader of character. Being a military leader is not easy! There are no cookie-cutter solutions to leadership challenges, and there are no shortcuts to success. However, the tools are available to every leader. It is up to you to master and use them.

Now take a look at the Enabling Learning Objective for this module.

NEXT

SLIDE 2



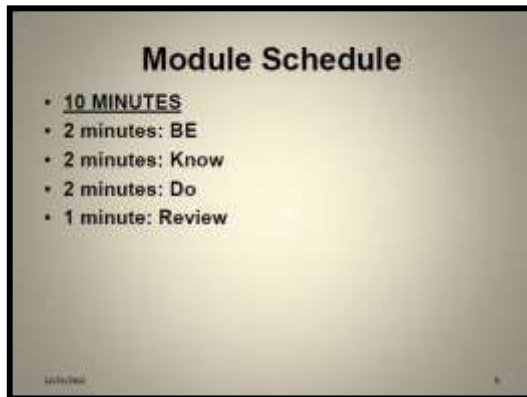
And here it is. Participants will learn what a leader needs to be: Be-Know-Do, and what that means to them as a current or future commander.

This module will only take about 10 minutes.

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SLIDE 3

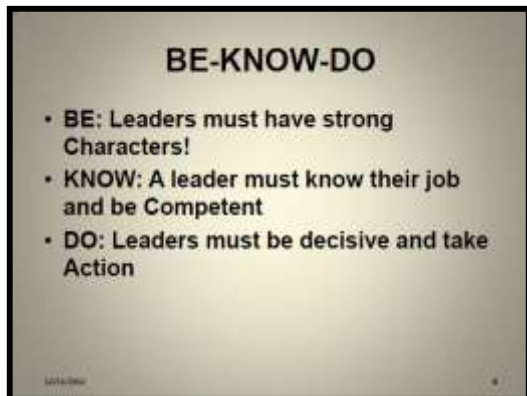


This module is short and will be supported and expanded upon in Phase II of the course. These are just the basic concepts/characteristics.

So, what must a leader be?

NEXT

SLIDE 4



Strong character that makes people look up to a leader is key!

They must also know their job, and should have at least a basic understanding of what their subordinates' jobs are and how it all fits together to accomplish the mission.

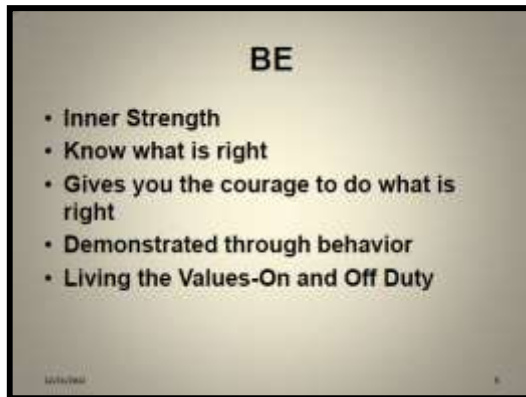
Good, and especially great leaders can make decisions and take action even under duress and high levels of stress. This takes confidence which is built from the previous two.

Now take look at each element of the Be-Know-Do mantra.

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SLIDE 5

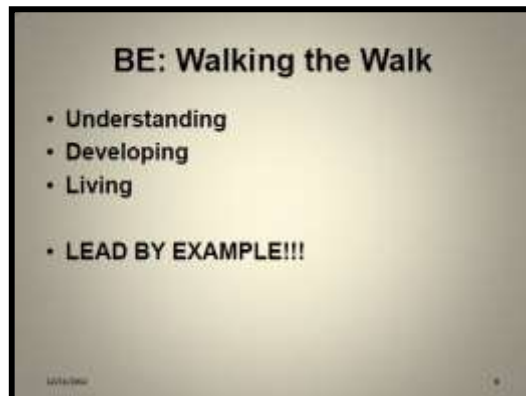


Character describes a person's inner strength, the BE of BE-KNOW-DO. Your character helps you know what is right; and more than that, it links that knowledge to action. Character gives you the courage to do what is right regardless of the circumstances or the consequences.

To have character, a leader must Walk the Walk and show it!

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SLIDE 6



You demonstrate character through your behavior. One of your key responsibilities as a leader is to teach military values to your subordinates. The old saying that actions speak louder than words has never been more true than here. Leaders who talk about honor, loyalty, and selfless service but do not live these values—both on and off duty—send the wrong message, that this “values stuff” is all just talk.

This is what Leading by Example is all about! You can't expect subordinate leaders, and thus their subordinates to be disciplined, dedicated, loyal, and

willing to accomplish missions if the leaders don't display those characteristics!

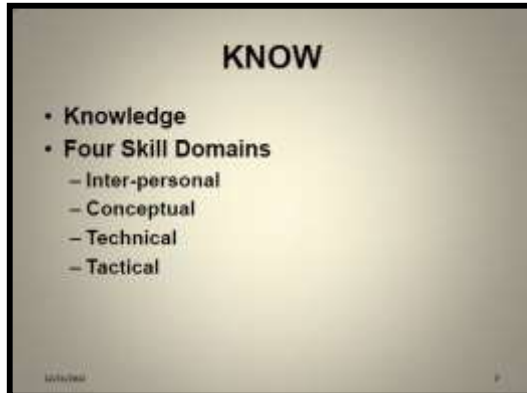
Understanding military values and leader attributes is only one step (covered in Phase II). You also must embrace military values and develop leader attributes, living them until they become habit. You must teach military values to your subordinates through action and example and help them develop leader attributes in themselves.

But, in order to live and lead a certain way and be successful, knowledge must be attained.

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SLIDE 7



A leader must have a certain level of knowledge to be competent. That knowledge is spread across four skill domains. You must develop **interpersonal skills**, knowledge of your people and how to work with them. You must have **conceptual skills**, the ability to understand and apply the doctrine and other ideas required to do your job. You must learn **technical skills**, how to use your equipment. Finally, warrior leaders must master **tactical skills**, the ability to make the right decisions concerning employment of units in Defense Support to Civil Authorities (DSCA) deployments. Tactical skills include mastery

of the art of tactics appropriate to the leader's level of responsibility and unit type. They're amplified by the other skills—interpersonal, conceptual, and technical—and are the most important skills for Emergency Management (EM) support specialists.

Mastery of different skills in these domains is essential to the VDF's success in peace and disaster. But a true leader is not satisfied with knowing only how to do what will get the organization through today; you must also be concerned about what it will need tomorrow. You must strive to master your job and prepare to take over your boss's job. In addition, as you move to jobs of increasing responsibility, you'll face new equipment, new ideas, and new ways of thinking and doing things. You must learn to apply all these to accomplish your mission.

Great leaders read, increase their education, and attend training whenever possible, or when they identify weaknesses in themselves.

NEXT

SLIDE 8



Military and VDEM/FEMA schools/courses teach you basic job skills, but they are only part of the learning picture. You'll learn even more on the job. Good leaders add to their knowledge and skills every day. True leaders seek out opportunities; they're always looking for ways to increase their professional knowledge and skills. Dedicated Platoon Leaders jump at the chance to fill in as an acting Executive Officer (XO), not because they've mastered the XO's job but because they know the best place to learn about it is in the thick of the action. Those Platoon Leaders challenge themselves and will learn through

doing; what's more, with coaching, they'll learn as much from their mistakes as from their successes. This also applies to your subordinates!

Then we have the DO.

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SLIDE 9



As previously stated, the DO of military leadership doctrine, is about taking action. Leader actions include—

The three (3) main tentants of DO are Influence, Operate, and Improve.

Influencing: making decisions, communicating those decisions, and motivating people.

Operating: the things you do to accomplish your organization's immediate mission.

Improving: the things you do to increase the

organization's capability to accomplish current or future missions.

Leadership + Training = SUCCESS.

But, how does this apply to you, as a Commander?

SLIDE 10



A good, and successful leader develops leader attributes, and routinely performs leader actions. What is a good example of a good and successful leader? Trained soldiers know what they are supposed to do, but under stress, their instincts might tell them to do something different. The exhausted, hungry, cold, wet, disoriented, and frightened soldier is more likely to do the wrong thing—stop moving, lie down, retreat—than one not under that kind of stress. This is when the leader must step in—when things are falling apart, when there seems to be no hope—and get the job done.

The fight between the 20th Regiment of Maine Volunteers and the 15th and 47th Regiments of Alabama Infantry during the Civil War illustrates what can happen when a leader acts decisively. It shows how the actions of one leader, in a situation that looked hopeless, not only saved his unit, but allowed the entire Union Army to maintain its position and defeat the Confederate invasion of Pennsylvania. The story's hero is a colonel—but it could have been a captain, or a sergeant, or a corporal. At other times and in other places it has been.

Take a couple of minutes to read through the Chamberlain example below.

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COL Chamberlain at Gettysburg

In late June 1863 GEN Robert E. Lee's Army of Northern Virginia passed through western Maryland and invaded Pennsylvania. For five days, the Army of the Potomac hurried to get between the Confederates and the national capital. On 1 July the 20th Maine received word to press on to Gettysburg. The Union Army had engaged the Confederates there, and Union commanders were hurrying all available forces to the hills south of the little town. The 20th Maine arrived at Gettysburg near midday on 2 July, after marching more than one hundred miles in five days. They had had only two hours sleep and no hot food during the previous 24 hours. The regiment was preparing to go into a defensive position as part of the brigade commanded by COL Strong Vincent when a staff officer rode up to COL Vincent and began gesturing towards a little hill at the extreme southern end of the Union line. The hill, Little Round Top, dominated the Union position and, at that moment, was unoccupied. If the Confederates placed artillery on it, they could force the entire Union Army to withdraw. The hill had been left unprotected through a series of mistakes—wrong assumptions, the failure to communicate clearly, and the failure to check—and the situation was critical. Realizing the danger, COL Vincent ordered his brigade to occupy Little Round Top. He positioned the 20th Maine, commanded by COL Joshua L. Chamberlain, on his brigade's left flank, the extreme left of the Union line. COL Vincent told COL Chamberlain to "hold at all hazards." On Little Round Top, COL Chamberlain told his company commanders the purpose and importance of their mission. He ordered the right flank company to tie in with the 83d Pennsylvania and the left flank company to anchor on a large boulder. His thoughts turned to his left flank. There was nothing there except a small hollow and the rising slope of Big Round Top. The 20th Maine was literally at the end of the line. COL Chamberlain then showed a skill common to good tactical leaders. He imagined threats to his unit, did what he could to guard against them, and considered what he would do to meet other possible threats. Since his left flank was open, COL Chamberlain sent B Company, commanded by CPT Walter G. Morrill, off to guard it and "act as the necessities of battle required." The captain positioned his men behind a stone wall that would face the flank of any Confederate advance. There, fourteen soldiers from the 2d US Sharpshooters, who had been separated from their unit, joined them. The 20th Maine had been in position only a few minutes when the soldiers of the 15th and 47th Alabama attacked. The Confederates had also marched all night and were tired and thirsty. Even so, they attacked ferociously. The Maine men held their ground, but then one of COL Chamberlain's officers reported seeing a large body of Confederate soldiers moving laterally behind the attacking force. COL Chamberlain climbed on a rock—exposing himself to enemy fire—and saw a Confederate unit moving around his exposed left flank. If they outflanked him, his unit would be pushed off its position and destroyed. He would have failed his mission. COL Chamberlain had to think fast. The tactical manuals he had so diligently studied called for a maneuver that would not work on this terrain. The colonel had to create a new maneuver, one that his soldiers could execute, and execute now. The 20th Maine was in a defensive line, two ranks deep. It was threatened by an attack around its left flank. So the colonel ordered his company commanders to stretch the line to the left and bend it back to form an angle, concealing the maneuver by keeping up a steady rate of fire. The corner of the

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COL Chamberlain at Gettysburg continued

angle would be the large boulder he had pointed out earlier. The sidestep maneuver was tricky, but it was a combination of other battle drills his soldiers knew. In spite of the terrible noise that made voice commands useless, in spite of the blinding smoke, the cries of the wounded, and the continuing Confederate attack, the Maine men were able to pull it off. Now COL Chamberlain's thin line was only one rank deep. His units, covering twice their normal frontage, were bent back into an L shape.

Minutes after COL Chamberlain repositioned his force, the Confederate infantry, moving up what they thought was an open flank, were thrown back by the redeployed left wing of the 20th Maine. Surprised and angry, they nonetheless attacked again. The Maine men rallied and held; the Confederates regrouped and attacked. "The Alabamians drove the Maine men from their positions five times. Five times they fought their way back again. At some places, the muzzles of the opposing guns almost touched." After these assaults, the Maine men were down to one or two rounds per man, and the determined Confederates were regrouping for another try. COL Chamberlain saw that he could not stay where he was and could not withdraw. So he decided to counterattack. His men would have the advantage of attacking down the steep hill, he reasoned, and the Confederates would not be expecting it. Clearly he was risking his entire unit, but the fate of the Union Army depended on his men.

The decision left COL Chamberlain with another problem: there was nothing in the tactics book about how to get his unit from their L-shaped position into a line of advance. Under tremendous fire and in the midst of the battle, COL Chamberlain again called his commanders together. He explained that the regiment's left wing would swing around "like a barn door on a hinge" until it was even with the right wing. Then the entire regiment, bayonets fixed, would charge downhill, staying anchored to the 83d Pennsylvania on its right. The explanation was clear and the situation clearly desperate. When COL Chamberlain gave the order, 1LT Holman Melcher of F Company leaped forward and led the left wing downhill toward the surprised Confederates. COL Chamberlain had positioned himself at the boulder at the center of the L. When the left wing was abreast of the right wing, he jumped off the rock and led the right wing down the hill. The entire regiment was now charging on line, swinging like a great barn door—just as its commander had intended.

The Alabama soldiers, stunned at the sight of the charging Union troops, fell back on the positions behind them. There the 20th Maine's charge might have failed if not for a surprise resulting from COL Chamberlain's foresight. Just then CPT Morrill's B Company and the sharpshooters opened fire on the Confederate flank and rear. The exhausted and shattered Alabama regiments thought they were surrounded. They broke and ran, not realizing that one more attack would have carried the hill.

The slopes of Little Round Top were littered with bodies. Saplings halfway up the hill had been sawed in half by weapons fire. A third of the 20th Maine had fallen, 130 men out of 386. Nonetheless, the farmers, woodsmen, and fishermen from Maine—under the command of a brave and creative leader who had anticipated enemy actions, improvised under fire, and applied disciplined initiative in the heat of battle—had fought through to victory.

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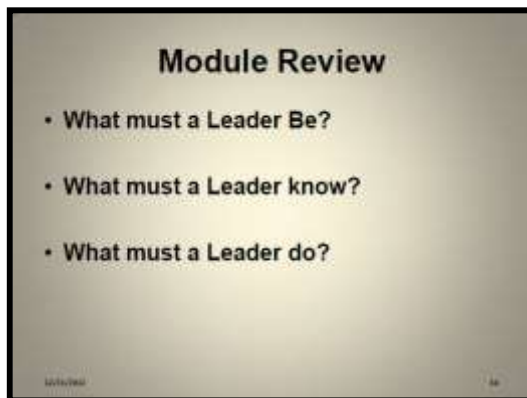
COL Joshua Chamberlain was awarded the Medal of Honor for his actions on 2 July 1863. After surviving terrible wounds at Petersburg, Virginia, he and his command were chosen to receive the surrender of Confederate units at Appomattox in April 1865. His actions there contributed to national reconciliation

This is an example of a true leader! Confident, NOT Cocky! Competent and Decisive! BE, KNOW, DO! This is what a leader must live up to!

SLIDE TRANSITION: Now, take a few moments to review what you just covered.

NEXT

SLIDE 11



- What must a leader be?

A leader must be a person of strong, solid character who sets the example.

- What must a leader know?

A leader must know him/herself, their troops, leadership attributes, their job, and something about subordinates jobs, and how it all fits together to accomplish the mission.

- What must a leader do?

A leader must be able to make decisions, even under stress, motivate troops to keep going (through example and words, NOT just words!), and act with courage.

NEXT

SLIDE 12



Should you have any questions about this module, it is suggested that you discuss this information with your chain of command, and other leaders, superiors, and peers.

If you still have questions or concerns, feel free to send an email to WO1 Kitzmiller at D_Kitzmiller@msn.com. If he cannot answer a specific question or address a concern, Mr. Kitzmiller will utilize the DIV Staff and will get an answer back

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to you as soon as possible.

This concludes the Self Study portion of Phase I of the Company Commanders' Course. Ensure that you have scheduled time with your Battalion Commander (BC) to complete the testing. The testing materials will be provided to the BC through the BN S3 soon after participants are registered for the class.

Best of luck on the testing, and we will see you at FT Pickett in April for Phase II.